The Story Matters...

A new chapter of Texas history opened in 1836, as the Republic of Texas was formed. The new country was sandwiched between two larger, more powerful neighbors. For Texas to thrive, its independence had to be officially recognized by other countries. James Pinckney Henderson played a key role in achieving that goal. Sent by the government to Europe, he secured official recognition from Great Britain and France—two of the most powerful countries in the world. Henderson’s success helped the Lone Star Republic begin its new chapter with great promise.

James Pinckney Henderson was born in North Carolina, came to Texas to join the fight for independence and became an important early leader.

The Republic of Texas

Essential Question: How do governments change?
Step into the Time

The old State Capitol building, shown here, burned in 1881 and was replaced with the present capital building. The new capital was located in Austin, Texas. Austin became the capital of Texas in 1845.

In 1839, the Republic of Texas moved to Austin. When Texas became a state, the capital moved to Austin. The new capital was chosen to be more centrally located and to make it easier to control the government. The new capital was located in the center of the state, which made it easier to reach by rail.

1. Location: Based on the map, why might this location have been chosen for the new capital?
2. Place: Describe the layout of the new capital city. How does the city work well in the natural setting?
3. Critical Thinking: In what ways did the new capital city reflect the country it was built for?

The Republic of Texas

Chapter 13

Place & Time: The Republic of Texas
In 1835, the Republic of Texas declared independence from Mexico. The leaders of the Republic of Texas faced significant challenges in building their own government. After winning independence from Mexico, many Texans expected to become part of the United States. Instead, they faced the challenge of building their own government. After reading the lesson, use a diagram like the one shown to organize your notes and prepare for the test.

**Chapter 13**

**Organizing the New Government**

**Essential Question:** How do governments change?

**Guiding Question:** What challenges did the leaders of the Republic of Texas face?

**It Matters Because**

- The story of the Republic of Texas and its leaders provides insight into the challenges of building a new government.
- Understanding the evolution of governments can help us appreciate the democratic principles on which our own government is founded.

**Sounds Like**

- "How do governments change?"
- "What challenges did the leaders of the Republic of Texas face?"
- "It Matters Because"
Western Texas and continued to carry out raids on settlements.

In addition, Comanches and Navajos remained in control of

those remote areas. Texan leaders had to decide what to do with

independence. Texas was still controlled by Mexico—especially

needed other countries, especially Texas. The government had no money. In fact, it was deeply in debt.

The new nation faced many issues and challenges. The

taking office of

assistant became secretary of state, although he died soon after

made a rescue mission with 300 men. He was killed by Apache. Another hero of the

weeks before the election, Houston's friends finally convinced

Republic of Texas, 1835-1845

United States

Mexico

Gulf of

Texas

Republic of Texas

319
capital. For three years, within a year the town's population swelled. In December 1836, the Congress named the city of Houston as the capital of Texas. The Congress would move the capital there to help it grow and provide a port for overseas trade. Houston was chosen because it was located near a port and a river, and it was surrounded by buffalo and other wildlife.

One of the first uses of the new capital was to select a site for the new capital. Congress met in an unfinished shack for a seat of government. Congress wanted a new building to be constructed. Congress also wanted a new government to be established.

**Primary Source**

President Sam Houston, Inaugural Address:

"I am perfectly aware of the difficulties that surround me... By the aid of your intelligence, I trust, all the improvements [influence] to our advancement will be removed. I trust all will be removed.

Houston recognized these problems. As he took office, he faced conflicts between Native Americans and Texas. The government had to find a way to end the continuing violence.
Summarizing: What challenges did Houston face as President?

- Houston was a two-story building at the corner of Main Street and Texas Avenue.
- The assassination of President John F. Kennedy took place there.
- The building has historical significance and is a reminder of a tragic event in American history.
7 Persuasive Writing

3. Explain why did Brazil become independent. 4. The Republic of Texas became independent in 1836, but it was not recognized by the United States. Why did the United States not recognize the Republic of Texas? Why did the United States not recognize the Republic of Texas?

2. Identifying What financial challenges did the Republic face? 3. How did it affect the economy of Texas after independence?

1. What is the significance of the Texas Revolution to the United States?

Reviewing Vocabulary

- recognition
- annexation
- independence
- Texas

Reading Progress Check

- Explain why did Great Britain and France delay recognizing Texas as an independent nation.

Independent nation

- did not want to offend Mexico.
- Texas, however, because it feared it would not survive. They also
- saw the opportunity to expand their territories and trade.
- annexation
- recognized the Republic of Texas.
- The United States did not even officially recognize Texas. The United States had no interest in a country of territory.

annexation
As a nation, a year later Britain and the Netherlands did so. September 1836 because the first European country to recognize Texas. President Lamar recognized this and decided to end the threat posed by Mexico and Native Americans. To do this, he needed the support of the United States. The President of the United States, Andrew Jackson, opposed the annexation of Texas. However, Lamar was determined to end this threat. Lamar was also concerned about the independence of Brazil and the possibility of this country becoming a powerful nation. This thought he needed to prevent. Houston, on the other hand, was in favor of annexation. Houston believed that Texas had already decided to run for presidential and had already agreed to run. Lamar's policies were different from those of his predecessor, Sam Houston. Lamar focused on maintaining control and preserving the Union. Lamar's policies differed significantly from those of his predecessor and his actions were in the best interest of Texas.
another nation's government
nation's government in its relations with
diplomat a person who represents a
cabinet a group of people who serve as

B plea for the head of a government
beyond the border of settled territory
 frontier underdeveloped land that lies

A New Capital

Lamar, France, and the United States.

nearby 150 enslaved people. The war also included
by 1840 more than 850 people were living there. These included
Lamar and his cabinet arrived in Austin in October 1839.

Lamar and his cabinet arrived in Austin in October 1839.

The University of Texas would rise on this site.

The University of Texas would rise on this site.

Eventually (162 hectares) were set aside near by for a university. Eventually
included a one-story frame capital set back on a hill. Forty acres
included a one-story frame capital set back on a hill. Forty acres
includes temporary government buildings. They
includes temporary government buildings. They

Lamar approved Edward Walker to plan and build the new
capital, named Austin in honor of Stephen F. Austin. Walker laid
capital, named Austin in honor of Stephen F. Austin. Walker laid

Lamar approved Edward Walker to plan and build the new
capital, named Austin in honor of Stephen F. Austin. Walker laid

In 1839 the Texas Congress approved a site for the permanent
in 1839 the Texas Congress approved a site for the permanent

A New Capital

Lamar perceived high value on

Critical Thinking

colleges.

education. Lamar perceived high value on

Speculating. Why do you think

Mebane Lamar, the Republic's

second president, named the

education. For urging Congress

nicname "Father of Texas

 começar. A Câmara Municipal

seu site, saindo do local.}

appraised the high value of

education. For urging Congress
Lamar still ordered the Cherokee out of Texas. Lamar recognized that the Cherokee were involved in the plot to challenge the Mexican government. The events leading up to the 1838 Cherokee Uprising included the Texas Rangers, the American government, and the Mexican government. In May 1839, Texas Rangers killed several Mexicans and Native Americans who were considered to be settlers. The U.S. Army's decision to use force was made in 1838. The U.S. Army moved into Texas and began to prepare for war. The Cherokee, led by their chief, removed their entire population to the Indian Territory. The Mexican government declared war on the United States. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears began in 1838 and ended in 1839.

The Trail of Tears was a forced relocation of the Cherokee people from their homes in the southeastern United States to the Indian Territory in present-day Oklahoma. This forced removal was known as the Trail of Tears because many Cherokee died along the way. The United States government forced the Cherokee to leave their homes and move to the Indian Territory. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears was a tragic event in American history.

Changes for Native Americans

- Removal of Cherokee from their homes in Georgia
- Forced relocation to the Indian Territory
- Loss of land
- Loss of culture

Education

- The Trail of Tears was a forced relocation of the Cherokee people from their homes in the southeastern United States to the Indian Territory in present-day Oklahoma. This forced removal was known as the Trail of Tears because many Cherokee died along the way. The United States government forced the Cherokee to leave their homes and move to the Indian Territory. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears was a tragic event in American history.

Changes for Native Americans

- Removal of Cherokee from their homes in Georgia
- Forced relocation to the Indian Territory
- Loss of land
- Loss of culture

Education

- The Trail of Tears was a forced relocation of the Cherokee people from their homes in the southeastern United States to the Indian Territory in present-day Oklahoma. This forced removal was known as the Trail of Tears because many Cherokee died along the way. The United States government forced the Cherokee to leave their homes and move to the Indian Territory. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears was a tragic event in American history.

Changes for Native Americans

- Removal of Cherokee from their homes in Georgia
- Forced relocation to the Indian Territory
- Loss of land
- Loss of culture

Education

- The Trail of Tears was a forced relocation of the Cherokee people from their homes in the southeastern United States to the Indian Territory in present-day Oklahoma. This forced removal was known as the Trail of Tears because many Cherokee died along the way. The United States government forced the Cherokee to leave their homes and move to the Indian Territory. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears was a tragic event in American history.

Changes for Native Americans

- Removal of Cherokee from their homes in Georgia
- Forced relocation to the Indian Territory
- Loss of land
- Loss of culture

Education

- The Trail of Tears was a forced relocation of the Cherokee people from their homes in the southeastern United States to the Indian Territory in present-day Oklahoma. This forced removal was known as the Trail of Tears because many Cherokee died along the way. The United States government forced the Cherokee to leave their homes and move to the Indian Territory. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears was a tragic event in American history.

Changes for Native Americans

- Removal of Cherokee from their homes in Georgia
- Forced relocation to the Indian Territory
- Loss of land
- Loss of culture

Education

- The Trail of Tears was a forced relocation of the Cherokee people from their homes in the southeastern United States to the Indian Territory in present-day Oklahoma. This forced removal was known as the Trail of Tears because many Cherokee died along the way. The United States government forced the Cherokee to leave their homes and move to the Indian Territory. The Cherokee were forced to leave their homes and move to the Indian Territory. The Trail of Tears was a tragic event in American history.
Chapter 13

### Taking Notes: Organizing Information

Cutting Expenditures

The United States.

- Congress also approved spending cuts by reducing the size of the government workforce.
- This action reduced the amount of money flowing out of the Treasury.
- The government also decided to cut spending on the public debt.

### Changing Direction Again

**Guiding Question:** What changes did Houston's second term bring for the Republic and its government?

Houston's economic and native American policies.

- Houston's term is the President's third term.
- Another change in Houston's policies.

### Essential Question: How do governments change?

**Lesson 3**

- **Graphic Organizer:** Government, Second Administration
- **Vocabulary:** Outcome, Archive, Suspended
- **Networks:** There's more online

### Reading Helpdesk

- **Focus:** Reading comprehension and analysis.
- **Skills:** Identifying main ideas, making connections, and summarizing.

- **Key Themes:** Houston's administration, economic policies, and native American affairs.

- **Text Extract:** "Cutting Expenditures..."

- **Visuals:** Diagrams, charts, and images related to Houston's presidency.
Houston's Peace Policy

Houston renewed peaceful and fair dealings with Native Americans. He established trading posts to provide them with supplies. He also sent agents to try to convince Native Americans that Texas would be safe for them if they signed treaties. The Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.

Comanche and ten other groups signed treaties near Waco.
The Mier Expedition

Mexican's Hays County is named after him. Hays led the Rangers to victory in many other battles against the Texas Rangers led by Jack Coffee. The battle of Sabalo Creek ended Austin, the capital—remaining in still not the capital. The event became known as the Archive War. Some residents fled on them, to avoid bloodshed. The Rangers' capital. When the Texas Rangers arrived to move the archives, Austin's citizens suspected that Houston planned to move the

arrived. In December 1842, he turned his force toward home. Volunteers into the region. Sometime found no signs of the Mexican.

Houston ordered General Alexander Somervell and over 700

north of the Rio Grande. To meet their demands, in November

Army, Texans in the Mier Expedition

After their capture by Mexicans

attempted escape. excused only some of those who think the Mexicans chose to escape, by a thing said.

CRITICAL THINKING

for execution by a firing squad.

were executed. One tenth, randomly chosen, were selected.

and escape, many of the
The Peacemaker: Waging war and ending bloodshed to end the conflict. This is the story of how the United States and Mexico worked together to end the war.

Expedition: Identifying cause and effect. Why did the Meridian side win? Does this mean that the Meridian troops were better? Explain your answer.

Persuasive Writing: With a letter to President McKinley, explain why the United States should not go to war with Mexico.

Reviewing Vocabulary: Meridian, Rodan, Coffee, Horse, Plague

Lesson 3 Review

Summary Quiz: What was the outcome of the Meridian Expedition?

Reading Progress Check:

Conflict of Interest: 1.

The Peacemaker: 2.

Expedition: 3.

Persuasive Writing: 4.

Answers to Pacing Questions:

1. The Meridian troops achieved their goal of ending the conflict.

2. They demonstrated the effectiveness of diplomacy in resolving international disputes.

3. They showed that a united front can be more powerful than a divided one.

4. They protected American interests in the region.

The Meridian Expedition continued for the rest of the century. However, disputes continued for the rest of the century. Moreover, a war with Mexico would mean a loss of valuable resources and a drain on the economy. The United States and Mexico eventually signed a treaty that ended the conflict.

The Peacemaker: Waging war and ending bloodshed to end the conflict. This is the story of how the United States and Mexico worked together to end the war.

Expedition: Identifying cause and effect. Why did the Meridian side win? Does this mean that the Meridian troops were better? Explain your answer.

Persuasive Writing: With a letter to President McKinley, explain why the United States should not go to war with Mexico.

Reviewing Vocabulary: Meridian, Rodan, Coffee, Horse, Plague

Lesson 3 Review

Summary Quiz: What was the outcome of the Meridian Expedition?

Reading Progress Check:

Conflict of Interest: 1.

The Peacemaker: 2.

Expedition: 3.

Persuasive Writing: 4.
Directions: Write your answers on a separate piece of paper. Use standard grammar, spelling, sentence structure, and punctuation.

1. EXPOSITORY WRITING Write a short essay to explain the challenges the leaders of the Republic of Texas faced in its early years. 238, 239

2. Social Studies Skills FINDING THE MAIN IDEA Assume the point of view of a campaign worker helping Sam Houston to be reelected as president of the Republic of Texas. Write a persuasive speech to convince Texans to vote for him. Make a poster to accompany your speech. 238, 239

3. Thinking Like a Historian SEQUENCING Create and fill in a time line like the one shown describing the interactions between Texas and Mexico during Houston's second presidency. 238, 239

Chapter 13 Activities

Visual Literacy

Analyzing Visuals

This mosaic in Laredo, Texas, shows the "Black Bean Incident," What is happening in this artwork? Who are the various characters shown? How do you think the artist feels about the incident he has represented? Explain. 238, 239
Expedition: 1846-1847

Summarizing the events of the Mexican-American War:
- The conflict between Mexico and the United States began over Texas.
- The war ended with the Treaty of Guadalupe Hidalgo, which ceded Texas to the United States.
- California was also ceded to the United States.

Identifying Cause and Effect:
- What effect did the Mexican-American War have on the status of Texas?
- How did the war affect the United States?

Historical Context:
- The Mexican-American War was fought over the issue of Texas.
- The war had significant consequences for the United States, including the acquisition of California and New Mexico.

Understanding Historical Events:
- Why did Texas become a state?
- What were the implications of the Mexican-American War for the United States?

Critical Thinking:
- What were the long-term effects of the Mexican-American War?
- How did the war influence the development of the United States?

Review: Guiding Questions:
1. What were the causes of the Mexican-American War?
2. What were the consequences of the Mexican-American War for the United States?
3. How did the Mexican-American War influence the development of the United States?

Assessment:
Chapter 13

Spelling, sentence structure, and punctuation:
Directions: Write your answers on a separate piece of paper. Use standard grammar.
1. The citizens were clearly defeated.
2. The citizens of Austin were dearly defeated.
3. I was not able to read the citizens' archives once the flame.
4. They were afraid of the Cameron fire.
5. It was not possible to read the citizens' archives once the flame.
6. The Ranger had attacked them to seize the archives.
7. The citizens were destroyed.
8. The archivists were made to move the archives.
9. The citizens feared they would lose their homes.
10. They did not want the archives to move.

**Understanding Supporting Details**

- Why did the writer conclude that the outcome was a disaster? Explain the reasoning behind the writer's conclusion.

**Analyzing Primary Sources**

- Why were the citizens referred to in this passage upset? 

---

**Analyzing Documents**

- **Standardsized Test Practice**

**Evidence Writing**

You are writing a speech for Sam Houston to deliver at the Grand Council. You want to convince fellow American leaders that it is possible to live peacefully with the Creek nation. You have been studying their culture and believe that their way of life is compatible with American values. Write a speech that highlights the similarities between the two cultures and how they can coexist.

**Extended Response**

- **Drawing Conclusions**

How does Learner think education contributes to good government? Explain Learner's opinion about the benefits of education. Support your response with ideas from the passage.

- **Analyzing Primary Sources**

---

**Assessment (continued)**

- Despite the significant challenges faced by the Creek nation, Learner believes that education is crucial for fostering a better understanding of different cultures and perspectives. They argue that by promoting education, the Creek nation can improve its own society while also learning from the American way of life. Learner believes that education can bridge the gap between cultures and promote peace and understanding.

---

- **Short Response**

- Would Learner be bold in the discussion of American Indian leaders in recent years? Why?

---

- **Evidence Writing**

You are writing a speech for Sam Houston to deliver at the Grand Council. You want to convince fellow American leaders that it is possible to live peacefully with the Creek nation. Write a speech that highlights the similarities between the two cultures and how they can coexist.

---

- **Extended Response**

- **Drawing Conclusions**

How does Learner think education contributes to good government? Explain Learner's opinion about the benefits of education. Support your response with ideas from the passage.

---

- **Analyzing Primary Sources**

---

**Assessment (continued)**

- Despite the significant challenges faced by the Creek nation, Learner believes that education is crucial for fostering a better understanding of different cultures and perspectives. They argue that by promoting education, the Creek nation can improve its own society while also learning from the American way of life. Learner believes that education can bridge the gap between cultures and promote peace and understanding.

---

- **Short Response**

- Would Learner be bold in the discussion of American Indian leaders in recent years? Why?